DOCUMENT RESUME

ED 185 247 CE 023 988

AUTHOR Kratz, Russel J.
TITLE Implications of Self-Directed Learning for Functionally Illiterate Adults.
PUB DATE 80
NOTE 17p.: Paper presented at the Adult Education Research Conference (Vancouver, BC, Canada, May 1980). Not available in paper copy due to light and broken type.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Achievement: Achievement Gains: *Adult Basic Education: Dropout Rate: Functional Literacy: Goal Orientation: *Illiteracy: Independent Study: Individual Needs: Learning: *Methods Research: Needs Assessment: *Open Education: *Program Design: Public School Adult Education: School Holding Power: Self Actualization: *Self Evaluation (Individuals): Skill Development: Student Attitudes: Student Financial Aid: Teaching Methods: Training Objectives
IDENTIFIERS New York

ABSTRACT

Findings of an investigation of ten public school adult basic education (ABE) programs in New York State indicate important implications for ABE programs which foster self-directed learning. Because of the significant relationship between the fostering and student preference for self-directed learning, adult educators should plan ABE programs to encourage the fostering of self-directed learning. Perhaps due to the small number of programs studied, a lack of significance was found between fostering self-directed learning and either (1) drop-out rate or (2) length of stay. If a relationship does exist in either or both of these cases, educators have reason to design programs fostering self-directed learning. Since neither student stipends nor achievement level influences preference for self-directed learning, ABE students may need to be given more responsibility for their own learning. Use of the Self-Directed Learning Situation Reaction Instrument (SDLSRI) to assess an adult learner's preference for self-directed learning may assist ABE teachers in program design. (The SDLSRI and rating form for self-directed learning programs are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Russell J. Kratz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED185247

IMPLICATIONS OF SELF-DIRECTED LEARNING FOR FUNCTIONALLY ILLITERATE ADULTS

Russell J. Kratz[1]

INTRODUCTION AND PURPOSE

Self-directed learning, the major concept considered in this paper, involves choices--choices about what is to be learned or needs to be learned, choices about meeting these needs, and choices about how to evaluate what is actually learned. Self-directed learning skills consist of one's ability to make such choices so that he is able (a) to determine his goal or needed skill, (b) to determine the most effective means for attaining the goal or achieving the needed skill, and (c) to evaluate whether the goal actually has been attained or the needed skill achieved. Such choices often are limited, limited either by the awareness of the learner or by his learning environment. These limitations, however, do not diminish one's ability to be a self-directed learner. The fact that a learner, given the opportunity, makes choices about his learning is the essential element of self-directed learning. If a learner makes decisions about what he is to learn, how he is to learn it, and how he will evaluate whether he actually has learned it, then one may deem him a self-directed learner. If others are making all these decisions for him, such a designation is inappropriate.

This paper is concerned with functionally illiterate students in New York State and the learning programs in which they study. Some of these programs allow students to make the choices in the three areas already mentioned. Because such students make choices about other areas of their lives, it seems appropriate that they be encouraged to make choices about their learning so that they can become self-directed learners. Self-directed learning, variously referred to as self-instructional, auto-didactic, independent, or autonomous learning, is considered by experts to be a primary goal of adult education (Houle, 1964; Knowles, 1970, 1975; Tough, 1971; Freire, 1973). Malcolm Knowles (1970, p. 23) states that one mission of the adult educator is helping individuals "to acquire the skills of self-directed learning." He considers that one test of everything the adult educator does is "the extent to which the participants leave a given experience . . . with increased ability to carry on their own learning."

The purpose of this paper is to describe the relationship between the extent to which 10 public school adult basic education

[1]Associate, Division of Continuing Education, New York State Education Department, Albany, New York 12234

ED023988

(ABE) programs in New York State foster self-directed learning and the rate of drop-out, the length of stay, and the preference for self-directed learning behaviors among students in these programs. The paper also describes the relationship between preference for self-directed learning among students in programs and the drop-out rate of students, the stipending of students, and the achievement of students.

Some ABE programs in New York State by counseling students about available options, individualizing instruction, organizing learning environments to make materials readily accessible, allowing students to choose materials and equipment, and a variety of other means encourage students to take a great deal of responsibility for their learning. These programs foster self-directed learning. No one has examined how the fostering of self-directed learning relates to drop-out rate, length of stay, and preference for self-directed learning.

Given the statistic that 73 per cent of students enrolled in public school adult basic education programs in New York State drop out within six to eight weeks after beginning the program, it is important to discover whether the design of the program relates to this drop-out or to length of stay, a variable closely related to drop-out. The fostering of self-directed learning is a significant element in the design of ABE programs. The relationship of this fostering to drop-out rate and to length of stay, therefore, is examined, in the paper.

If increasing students' ability to carry on their own learning, that is, making them self-directed learners, is considered a goal for an ABE program, then it is becomes important to determine the nature of the relationship between a program's fostering self-directed learning and the preference for self-directed learning among its students. The paper examines the relationship between these variables. A valid and reliable situation-reaction instrument previously was developed. It asks the ABE student to choose one of three responses which indicates how he prefers to involve himself in a given learning activity. The score for each response is related to the degree of his preference for self-directed learning (See Appendix A).

The paper also examines the relationship between students' preference for self-directed learning and their level of achievement. Peters and Gordon (1974 p. 26) indicate that "although the better educated might be expected to be more self-directed than persons with lower levels of education, the opposite relationship is revealed." Whether an ABE student's level of achievement is related to his preference for self-directed learning is a question examined in the paper.

Finally, the relationship of stipending and preference for self-directed learning is discussed. Does the receiving of stipends for attending adult basic education program significantly alter a student's preference for self-directed learning?

Specifically, the paper addresses the following research questions:

1. What is the relationship between the degree to which a program fosters self-directed learning and the drop-out rate of students in the program?

2. What is the relationship between the degree to which a program fosters self-directed learning and the length of stay of students in the program?

3. What is the relationship between the degree to which a program fosters self-directed learning and the mean preference for self-directed learning among students in the program?

4. What is the relationship between mean preference for self-directed learning among students in a program and the drop-out rate of students in the program?

5. What is the relationship between a student's preference for self-directed learning and his achievement?

6. What is the relationship between stipending of a student and his preference for self-directed learning?

RESEARCH DESIGN

Each of the 10 programs selected for investigation contained a learning laboratory and were staffed with a coordinator, a counselor, and a learning laboratory specialist. With the exclusion of New York City, the programs were located in urban areas of New York State. The 553 students who were examined scored above 5.0 on the California Achievement Test (CAT) for adults. Students in English as a Second Language (ESL) classes were not included for examination because many who achieve at a basic level in English often achieve at a higher level in their native language.

A jury was chosen from members of the New York State Education Department, Division of Continuing Education to rate the extent to which the 10 selected programs fostered self-directed learning. As part of their responsibilities, these people monitored ABE programs throughout New York State. They were given 11 criteria to rate the selected programs (See Appendix B). To insure reliability of the rating of this jury, juriors were given descriptions of seven fictitious programs and asked to rate them according to the same criteria by which they would rate the actual programs. An inter-rater reliability correlation (Kendall Coefficient of Concordance W) was established to measure the jury's reliability in applying the criteria. For the fictitious centers the inter-rater reliability coefficient was significant ($W = .953$, $p < .001$). The inter-rater reliability coefficient for the rating of the actual centers also was significant ($W = .71$, $p < .05$).

In rating programs, jurors were asked to indicate their

familiarity with the programs. Because a significant correlation existed between ratings and familiarity scores, variables in the five programs with the highest familiarity scores were ranked separately from the 10 programs and then analyzed.

The rate or percentage of drop-out was obtained from the "Annual Performance Report for Adult Education State Grant Program," which is completed by each adult basic education program in New York State and submitted to the Division of Continuing Education. The percentage or rate of drop-out was computed by dividing the total "Number Separated" at the Intermediate Level by the total "Number Enrolled" at this level (ESL students were subtracted from both totals).

The length of stay was computed by totaling the number of contact hours recorded on student attendance records kept on file by the individual program. Achievement levels were based upon the most recent CAT scores on student record cards. Student record cards also indicated whether students received any kind of stipend.

Preference for self-directed learning was measured by scores achieved on the Self-Directed Learning Situation Reaction Instrument (SDLSRI) which was administered to students in the 10 selected programs who had achieved a level in reading of 5.0 or above.

The SDLSRI contains 10 situations each of which provides three possible reactions. One reaction presents a behavior indicative of self-directed learning; another presents a behavior indicative of other-directed learning; a third presents a behavior which contains elements of both self-directed and other-directed behavior. Content validity of the instrument was established by eight people who were experts in self-directed learning. They included three university faculty, three associates of the New York State Education Department, Division of Continuing Education, and two field specialists. The eight experts were asked to determine whether the three reactions represented behaviors actually indicative of self-directed learning, other-directed learning, and both kinds of learning. The eight experts agreed 88 to 100 percent with the researcher for each of the 10 items.

Reliability of the instrument was established by pilot testing with 38 students. The instrument was administered to students who read at or above the 5.0 level and was readministered seven days later. The correlation of the 38 pre and post paired scores was significant ($r = .667$, $p < .02$).

Spearman rank order correlations are used to describe the relationship among the variables of the 10 programs. The ranks of the program variables (fostering of self-directed learning, drop-out rate, length of stay, preference for self-directed learning) were correlated first; the variables for the five programs rated highest in familiarity were correlated next. The relationship among these program variables was then examined.

Stepwise multiple regression analyses are used to describe the

relationships among the student variables (preference for self-directed learning and achievement). The mean scores for preference for self-directed learning of stipended and non-stipended students are compared using a t-test.

RESEARCH FINDINGS

What is the relationship between the degree to which a program fosters self-directed learning and drop-out rate of students in the program? When the ranks of the these two variables for the 10 programs are compared using a Spearman rank order correlation, no significant correlation ($r = -.296$, n.s.) is found. When the ranks of these variables for the five programs with the highest familiarity ratings are compared a stronger relationship is indicated ($r = -.50$, n.s.), but still it is not significant.

What is the relationship between the degree to which a program fosters self-directed learning and mean length of stay of students in the program? When the ranks of these two variables for the 10 programs are compared using a Spearman rank order correlation, no significant correlation is found ($r = .11$, n.s.). When the ranks of these variables for the five programs with the highest familiarity rating are compared, a much stronger relationship is indicated ($r = .70$, n.s.), but it still is not significant.

What is the relationship between the degree to which a program fosters self-directed learning and the mean preference for self-directed learning of students in the program? When the ranks of these two variables for the 10 programs are compared using a Spearman rank order correlation, no significant correlation is found ($r = .12$, n.s.). When the ranks of these variables for the five programs with the highest familiarity ratings are compared, a significant relationship is found ($r = .90$, $p < .05$).

What is the relationship between the mean preference for self-directed learning in a program and the drop-out rate? When the ranks on these variables for either the 10 programs ($r = .233$, n.s.) or the five programs with the highest familiarity ratings ($r = .10$, n.s.) are compared, no significant relationships are found.

What is the relationship between stipending and a student's preference for self-directed learning? Scores of preference for self-directed learning for stipended and non-stipended are compared using a t-test. No statistically significant difference ($t = -.86$, $p = .39$) exists between the mean scores of preference for self-directed learning for the two kinds of students.

What is the relationship between a student's preference for self-directed learning and his achievement? A stepwise multiple regression of achievement on preference for self-directed learning and length of stay indicates no significant relationship between achievement and preference for self-directed learning ($r = .118$, n.s.). A significant relationship exists, however, between achievement and length of stay

(r= .255, p< .001).

EXPECTATIONS AND PRACTICAL IMPLICATIONS

It was expected that programs which most foster self-directed learning would have lower drop-out rates, would retain students longer, and would have students who preferred self-directed learning behaviors.

The relationship between the degree to which a program fosters self-directed learning and drop-out rate. It was expected that a negative relationship would exist between the ranks of these two variables for the 10 programs. A negative relationship would indicate that the more a program fosters self-directed learning, the lower the drop-out rate would be in the program or the lower the drop-out rate, the more a program fosters self-directed learning. A negative relationship certainly exists (r= -.296), but the r value is not significant. It is interesting to note that when the ranks of these variables in the five programs rated highest in familiarity are compared the magnitude of the relationship almost doubles (r= -.50, n.s.). While it still is not significant, it indicates the possibility of significance if a larger number of programs were used. One might ask whether a rater's close familiarity with a particular program is a result of his or her haphazard encounters with it or a result of the program's superior qualities. When raters were questioned about why they indicated close familiarity with certain programs, they gave the following as reasons: the attendance of staff members of these programs at workshops and institutes where raters were able to interact with them about their programs; the aggressiveness of the staffs of these programs in seeking and implementing new ideas; the requests by the staffs of these programs for raters to assist them with workshops and implementation of new concepts; and the general visibility of these programs as leaders in New York State.

The relationship between the degree to which a program fosters self-directed learning and the mean length of stay of students in the program. It was anticipated that a positive relationship would exist between the ranks of these two variables for the 10 programs indicating that the more a program fosters self-directed learning, the longer time students would spend in the program. A positive relationship exists, but it is not significant (r= .11, n.s.). When the ranks of the variables for the five programs rated highest in familiarity are compared again a dramatic increase in the magnitude of the relationship occurs (r= .70, n.s.). While it is not significant, it does suggest a relationship in the right direction which might become significant if a larger number of programs were examined.

The relationship between the degree to which a program fosters self-directed learning and the mean preference of self-directed learning of students in the program. It was expected that a positive relationship would exist between the ranks of these two variables

for the 10 programs. Such a relationship would indicate that the more a program fosters self-directed learning, the greater the preference for self-directed learning among the students or that the greater preference for self-directed learning among the students, the more a program fosters self-directed learning. A significant relationship did not exist (r= .12, n.s.) for the 10 programs. A significant relationship exists, however, for the five programs with the highest familiarity ratings (r= .90, p< .05).

There are important practical implications concerning the data from the three research questions discussed above. If it can be demonstrated with a large number of programs equally familiar to raters that a consistent, significant relationship exists between fostering of self-directed learning and preference for self-directed learning, then some organizational changes might be made in adult basic education programs. If certain kinds of programs encourage adult learners to choose self-directed learning behaviors so that adults come to prefer them in their learning, then these programs have made significant progress toward achieving a primary goal of adult education. All adult basic educators might wish to examine their programs with respect to such things as counselling procedures making learners aware of various learning options, individualized instruction, organizing the learning environment so that materials are accessible to students, and opportunities for learners to choose a variety of equipment, indicators of fostering self-directed learning (See Appendix B).

The positive, significant relationship of fostering of self-directed learning and preference for self-directed learning alone would be enough to encourage adult basic educators to make changes in their programs. There is some prelimarily evidence to indicate that a significant relationship may exist between the degree to which a program fosters self-directed learning and drop-out rate as well as length of stay. If it can be demonstrated that such a significant relationship exists between these variables and then more reasons exist for adult basic educators to examine the degree to which their programs foster self-directed learning.

The Self-Directed Learning Situation Reaction Instrument provides a practical method to assess how an adult learner will best function in an adult education program. By knowing a student's preference for self-directed learning upon entry into a program, a teacher will be able to provide needed direction or freedom during the learning process. Such an instrument can allay the fear, anxiety, or frustration which an adult may experience in entering a new learning situation.

The relationship between mean preference for self-directed learning and drop-out rate of students in the program. There were no expectations concerning the relationship between these two variables. No relationships were found between these variables either for the 10 programs (r= .233, n.s.) or for the five programs with the highest familiarity ratings (r= .10, n.s.).

Stipending and a student's preference for self-directed learning. It was thought that those students who receive money to attend adult basic education classes might have less preference for self-directed learning than those students who receive no money. The data indicate that no significant difference exists ($t = -.89$, $p = .38$) between stipended and non-stipended students and preference for self-directed learning.

Achievement and a student's preference for self-directed learning. No expectation was made about the relationship between these variables. The data indicate that no significant relationship exists ($r = .118$, n.s.).

It might be expected that higher achievers would prefer self-directed learning more than lower achievers. This expectation cannot be supported by the data. This finding is consistent with what Knowles says about the adult perceiving himself to be "a self-directing human being" (1970, p. 29). Knowles considers that all adults, irrespective of any achievement level, see themselves as self-directed persons. The finding also lends some support to the results of Peters and Gordon's study (1974, p. 26). They found that an inverse relationship existed between achievement and self-direction so that 90 per cent of adults with one to eight years of education planned and directed their own learning, while only 76 per cent with high school diplomas and above did so. Their study included a large range of achievement (0 - post-secondary) and considered both formal and informal learning experiences. Generally, it may be said, however, that an adult basic education student's achievement level probably will not be a valid predictor of his self-direction or preference for self-direction in learning.

While there are no direct practical implications concerning the relationships of stipending and achievement and preference for self-directed learning, the fact that preference for self-directed learning does not seem to be influenced by stipending or achievement level should be an important consideration for the adult basic educator. All ABE students eventually may need to be given some responsibility for their own learning as they progress through a program. Teachers may need to be sensitive to adult learners' preferences and organize their instruction accordingly.

SUMMARY

This paper examines the skills of self-directed learning - the ability to determine a goal or needed skills, the ability to determine the most effective means for attaining the goal or achieving the needed skill, and the ability to evaluate whether the goal actually has been attained or the needed skill achieved.

It reports findings which describe the extent to which 10 public school ABE programs in New York State fostered self-directed learning among their students and which describe the relationship of this

fostering to drop-out rate, length of stay, and preference for self-directed learning. It also reports findings which examine the preference for self-directed learning of over 500 functionally illiterate adults in these programs and the relationship of this preference to stipending of students, their drop-out rate, and their level of achievement.

It was expected that programs which most foster self-directed learning would have lower drop-out rates, would retain students longer, and would have students who preferred self-directed learning behaviors. No expectations were made concerning students' preference for self-directed learning and its relationship to stipending, drop-out rate, and level of achievement.

A significant relationship was found between the extent to which a program fostered self-directed learning and preference for self-directed learning among students in those five programs with the highest familiarity rating. Although not significant, a negative relationship was found between the extent to which a program fostered self-directed learning and drop-out rate for the five programs with the highest familiarity ratings. Again, although not significant, a positive relationship was found between the extent to which a program fostered self-directed learning and length of stay for the five programs with the highest familiarity ratings. The small number of programs used in the study may account for this lack of significance. Finally, no significant relationships were found between preference for self-directed learning among students and stipending, drop-out rate, and their level of achievement.

The findings indicate important implications for adult basic education programs. By knowing that a relationship exists between the extent to which a program fosters self-directed learning and a student's preference for self-directed learning, an adult educator may plan and organize an ABE program to encourage this fostering. If, in addition, a relationship exists between the extent to which a program fosters self-directed learning and drop-out rate as well as length of stay, then adult educators have even more reasons for designing ABE programs which foster self-directed learning. The Self-Directed Learning Situation Reaction Instrument can assess an adult learner's preference for self-directed learning; such an assessment may assist an ABE teacher in designing the most suitable program for an adult student.

Finally, the fact that preference for self-directed learning is neither influenced by a student's stipending nor his achievement level, suggests that all ABE students eventually may need to be given some responsibility for their own learning. Teachers may need to organize their instruction accordingly.

Freire, P. By learning they can teach. Convergence, 1973, 6 (1) 78 - 84.

Houle, C. O. Continuing your education. New York: McGraw Hill, 1964.

Knowles, Malcolm S. The modern practice of adult education. New York: Association Press, 1970.

Knowles, Malcolm S. Self-directed learning: a guide for learners and teachers. New York: Association Press, 1975.

Peters, John M. and R. Susan Gordon. Adult learning projects: a study of adult learning in urban and rural Tennessee. Knoxville: University of Tenesee, 1974. (ERIC Document Reproduction Service No. ED 102 431).

Tough, Allen. The adult's learning projects. Toronto: OISE, 1971.

APPENDIX A

Self-Directed Learning Situation-Reaction Instrument

Name of Student _____

To be completed
by the instructor

Rdg. (Ach.) Level _____
No. Hours in Program _____

Directions for the student: Carefully read the ten paragraphs (situations) below. After each paragraph you are given three choices. Pick the choice which you would be most likely to do. Write the letter of your choice in the space on the left.

Example: Someone from a television agency calls you up to be a contestant on a quiz show. You would

ANSWER A

A. ask for more information about it.
B. tell him you are not interested.
C. accept right away.

SITUATION NO. 1

You have decided to join a class to improve your reading. At registration for the class you are given a pamphlet which includes reasons why someone should improve his reading. As part of getting information about you, on the first day of class the instructor asks you to write down why you want to improve your reading. You would

1. ____

A. write down any one of the reasons given in the pamphlet.
B. write your own reason (even if you find it has been written in the pamphlet.)
c. look at what others have written before writing your reason.

SITUATION NO. 2

You have just begun a new learning project. Before you begin to work, you have thought of the general areas you will need to study in order to learn what you want. For example, you have just decided to learn judo. You realize that you will need to know how to keep your body in shape, how to move your hands and feet to avoid injury, and how to throw an attacker without hurting yourself. The instructor points out that it is not necessary to learn them in any particular order. He wants to divide the

class into groups, and asks that anyone who wishes, may choose the skill he wants to learn first. You would

2. ____
A. wait until the instructor puts you in a group.
B. choose what skill you would learn first.
C. wait to see what most of the other members of the class choose before making your decision.

SITUATION NO. 3

You have decided to improve your skills in mathematics. You are learning how to add and subtract fractions. The instructor gives you a list of all the specific things you will have to be able to do in order to add and subtract fractions, such as changing whole numbers to fractions, finding the least common denominator, reducing fractions to their lowest terms, etc. He points out that it doesn't matter which things you work on first. He lets you begin working on any one of the specific skills you want. you would

3. ____
A. choose a skill and begin work.
B. wait until the instructor tells you to work on a skill.
C. ask the instructor what skill you should begin to work on.

SITUATION NO. 4

You have discovered your reading will be improved if you improve your vocabulary. You enroll in a program that will help you. The instructor of the program gives you a list of all the methods that could help you improve your vocabulary. This list includes many books, several kinds of film and tape machines, records, as well as help from the instructor and his his assistant. The instructor tells the class to choose a method to use or to wait to be given one. You would

4. ____
A. wait to be given a method by the instructor.
B. wait to see what methods are chosen by others in the class before deciding on your own.
C. choose a method that you feel might be helpful.

SITUATION NO. 5

For several weeks now you have been using two books to help you to improve your vocabulary (See Number 4). You do not enjoy these books and you feel your vocabulary is not improving as quickly as you would like it to. You would

A. choose some other possible methods and ask the instructor to pick the best one.

B. choose a different book or one of the machines and use

5. ____ it to see if it might be helpful.
C. ask the instructor to choose something else for you.

SITUATION NO. 6

It is your first day in an art class. The instructor has given out a plan to each student so that each one may be able to complete three paintings by the end of the class if he wishes to do so. The plan includes the amount of time to be spent practicing at home each day, how long to spend on each project so that it will be finished by a certain date, the best place to practice, and the kind of equipment to be used. The instructor points out that you may use his plan or work out your own. You would

A. work out your own plan so that you are able to complete the number of paintings you want.
6. ____ B. change a few things, but do most of what the instructor suggests so that you complete three paintings.
C. follow the instructor's plan completely.

SITUATION NO. 7

Several weeks have passed in this art class (See Number 6). You have been following a particular plan and find that you are not finishing projects at the time you wanted. You would

A. change the plan so that it might help you to finish what you want to finish.
7. ____ B. continue to follow the plan to see what happens.
C. ask the instructor what plan to follow.

SITUATION NO. 8

You have just completed a unit in your study of mathematics which calls for a test. The instructor gives you a list of all the possible tests which are available. You may be tested by him to see how well you understand the unit or you may pick a test, complete it, and bring the results to him. You would

A. ask him which test to choose and then rate yourself.
8. ____ B. choose the test and rate yourself.
C. let him choose the test and rate you.

SITUATION NO. 9

The results of the unit test (See Number 8) indicate that you need to do more work in a certain area. The instructor says that anyone who wishes may have time to discover the reason for difficulty or he can wait until the instructor meets with him.

You find out that a good friend in the class is having the same difficulty. You would

A. try to find out with this friend why you have the difficulty.

9. ____ B. see what others in the class do before making your decision.

C. do nothing until the instructor meets with you to find the difficulty.

SITUATION NO. 10

You have discovered what was causing you to have the difficulty (See Number 9). You think that some other method which deals with this difficult area may help you. Before looking for another method, you find out a member of the class, whom you know, did very well in the area causing you trouble. He offers to help you. You have not spoken yet to the instructor about finding out the cause of your problem. You would

A. ask this person to help you to work through your difficulty.

10. ____ B. wait for the instruction to find the cause of your problem.

C. wait to ask the instructor if the method you are thinking of using will be helpful.

APPENDIX B

Rating Form To Describe the Degree to which a program Fosters Self-Directed Learning Among Its Students.

Name of Center _____

1. Directions: Circle the number which best describes how familiar you are with a particular center.

A Little	Somewhat	Very
1 2 3	4 5 6	7 8 9

2. Directions: Circle the number following each of the statements which best describe each of the centers according to the following scale:

1 - never
2 - seldom
3 - more than seldom
4 - often
5 - always

1. Students are encouraged to formulate their learning goals for themselves.	1 2 3 4 5
2. Students are explained the range of skills necessary for them to know in order for them to achieve the goals they have chosen.	1 2 3 4 5
3. Students are encouraged to make choices about the skills they will study based upon what they determine to be their greatest needs.	1 2 3 4 5
4. Students are made aware and given an explanation of all the methods (books, machines, people) available at the learning center.	1 2 3 4 5
5. Students are encouraged to choose the method that they believe will be most helpful in acquiring their needed skills.	1 2 3 4 5
6. Students are encouraged to plan their own learning by choosing times, setting deadlines, and establishing the rate of their learning.	1 2 3 4 5
7. Students are encouraged to evaluate the success of the method they have chosen and to choose other methods, if necessary.	1 2 3 4 5
8. Students are made aware of the various ways they can evaluate their learning.	1 2 3 4 5

9.	Students are encouraged to evaluate their learning.	1 2 3 4 5
10.	Students are encouraged to find difficulties with their learning and choose appropriate remedies.	1 2 3 4 5
11.	Generally, students are encouraged to direct their learning.	1 2 3 4 5